3.   Jason R. Frank, Linda Shell. Competency-Based medical education theory of practice. //Medical Thecher.-2010.-V.32.-№8.-P.638-646.

4.   Jason R. Frank, Rani Mungroo, Yasmin Ahmand. The first comprehensive systematic review of the medical education literature related to Competency-Based Education difinitions //Medical Thecher.-2010.-V.32.-№8.-P.631-638.

THE STREAM OF TEACHING READING NOWADAYS

Alzhanova A. O.
Eurasian national university named after L. N. Gumilyov
Astana, Kazakhstan

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and styles of reading.

Strategies for Developing Reading Skills

Type 1 tasks are those where we get students to read or listen for some general understanding, rather than asking them to pick out details or get involved in a refined search of a the text. Type 2 tasks are those where we get students to look at the text in considerably more detail, maybe for specific information or for language points. You move from the general to the specific – it makes it easier for the students. Lead in: Is about activating the students' pre-existent knowledge. Example: **Lead in:** A class is about to read the Twilight novel. For this task you could ask the students "What do you know about vampires and werewolves?" The teacher could also take out a phrase from the book and let the students brainstorm about the content.

Comprehension task: The students are given the tasks before reading the novel. This way, they know what to look for and underline. An example could be a logbook. Let's say the students read a chapter for each lesson, and they write a logbook about what has happened so far in the story. Another example could be to make the students "Spy's". They would write down information every time the person in the book they are spying on appears. Students read/listen: The students read chapter and write in their logbook.

Feedback from the teacher: The students have written in their logbooks and the teacher can comment on the content and whether or not the students have got hold of the most important details. The teacher can lead/guide the students by asking questions about the content [1: 27-28]. No master interpretation from the teacher.

Teacher directs text-related task: Follow-up, questions, rewrite the chapter, characteristics of the main characters, still pictures, and the hot chair. This step is somewhat "optional" at this point. This will end the entire exercise. You could not go to this task yet, and instead start over from the *comprehension task* for the next chapter in the book and go on. 2: Explain the terms *bottom-up and top-down processing* mean. Bottom-up: The student/reader/listener gets a more detailed insight.

You go in depth. Top-down: The student/reader/listener gets an overall view of the text. Skim the text. Example of top-down: Reading strategies – for instance the Spanish text we got in our first lesson (questions, but we didn't know all the words). Just skim the text. Example of bottom-up: You have to read for instance 3 pages very carefully and then use a dictionary to look up difficult words you don't understand Automaticity, authenticity and prediction? Automaticity: Some people claim that extensive reading is the best possible way for students to develop automaticity. They will become fonder of reading, their vocabulary will increase and their comprehension skills will increase [2: 254]. Authenticity: It is very important to use authentic texts in the class because the students have to get practice in dealing with "real" language in order for them to work harder. Prediction: The teacher can use a technique where he/she uses possibly unknown words from a reading or listening text to create interest and activate the student's schemata. The words may suggest topic, genre or construction – or all three. First the students can research the meanings of the words and phrases and then **predict** what the text with such words is likely to be about. How do you think predicting the content of a text or movie can help students develop confidence and motivation? If the students have some clues or answers before they begin, they are perhaps more likely to speak up in class and won't second guess themselves. It is a common problem that, when students' ages match the topic of a given book in English, the language is often too difficult for them. What are some of the things that you could do to facilitate the reading and help them overcome some of these comprehension obstacles? Can you think of ideas other than those presented in the chapter? Give them a vocabulary before they start reading, practice difficult words with them, they could predict/guess the meaning of a sentence without knowing all the words, use a dictionary, you could try to rephrase what you want to say. A basic methodological model for teaching productive skills. Discuss what this could look like in practice! - It's a repetition task. - The students have all the information beforehand It could be a grammar test where the students have done it before and after a while they do it again. Then they will know what the task is about [3: 182-184]. The very first time the teacher sets the task, as he does the second time. This time though, the students will be well aware of what the assignment is about (seeing as they have tried it before). The teacher monitors the task (students taking the test). When giving feedback, the teacher talks to the class as a whole, making sure the errors made are understood.

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

• Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

• Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

• By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language [4: 402].

Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

• Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

• Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

• Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

While texts can undoubtedly be valuable in various ways, I believe they are best used with a clear purpose in mind, and a reasonable certainty that they will help to

achieve this purpose. In a second article I will focus on the intensive input-output cycle referred to above, which I believe is centrally important, and I will consider ways in which texts can be exploited efficiently to support this aspect of language learning.

Literature

1.   Cook, G. 2000. Language Play, Language Learning. Oxford: Oxford Univer-sity Press. p. 27-28

2.   Day, R. & Bamford, J. 1998. Extensive Reading in the Second Language Classroom. Cambridge: Cambridge University Press. p. 254

3.   Walter, C. & Swan, M. 2008. 'Teaching reading skills: mostly a waste of time?' in IATEFL 2008: Exeter Conference Selections. p. 182-184

4. Weir, R. H. 1970. Language in the Crib. The Hague: Mouton. p. 402

АНАЛИЗ ПРАВОВЫХ АСПЕКТОВ ТУРИСТКОЙ ДЕЯТЕЛЬНОСТИ В РЕСПУБЛИКЕ КАЗАХСТАН

Моторико Л.Г, Феофанова И.В.
Костанайский государственный педагогический институт
Костанай, Казахстан

Туризм, являясь социально-экономической подсистемой, взаимосвязан с такими институтами как «экономика», «общество», «экологическая среда». Жизнедеятельность системы «туризм» невозможна без взаимодействия с другими отраслями народного хозяйства. Поэтому обоснование необходимости государственного регулирования развития туризма строится на основе изучения современного состояния туристского рынка, анализа роли туризма в экономике страны, особенностей туристского потребления и специфики туристского продукта, его воздействия на другие отрасли народного хозяйства, в частности, на экологическое состояние и социально-культурное развитие страны [1].

Масштабность и важность туризма свидетельствуют о его принадлежности к стратегическим отраслям экономики страны, что требует непосредственного государственного регулирования, с целью обеспечения пропорциональности развития территориальных и отраслевых народнохозяйственных комплексов, обоснования политики занятости, обеспечения роста бюджетных доходов и управления состоянием платежного баланса.

Государственное регулирование развития туризма -это воздействие государства на деятельность хозяйствующих субъектов и рыночную конъюнктуру для обеспечения нормальных условий функционирования рыночного механизма, реализации государственных социально-экономических приоритетов и выработки единой концепции развития туристской сферы [2].